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# **BASIC REQUIREMENTS OF THE JUNIOR SCHOOL**



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*Prepared by*  
**THE NORTH EASTERN  
JUNIOR SCHOOLS ASSOCIATION**

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OF THE  
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# BASIC REQUIREMENTS OF THE JUNIOR SCHOOL

A memorandum prepared by a Sub-Committee  
of the North-Eastern Junior Schools Association

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WITH A FOREWORD BY  
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## FOREWORD

THIS is a book about the Junior School written by a committee of teachers in junior schools. It is distilled from an imposing series of minutes of many careful discussions. Members of the committee come from a wide area, and have amongst them every variety of experience and every variety of attitude towards their work—except the resigned and the frustrated. I have seen the minutes of their many meetings, and congratulate them on the reduction of much material to, in many cases, not much more than a few instructive sentences. The book will be of vast interest to those who are concerned with primary education—teachers, administrators, architects and Education Committee members; the appendices will be invaluable to teachers.

There is a suggestion at one point that junior school teachers should make themselves heard on behalf of the children they teach. This book is the work of a group of such teachers banded together to give their considered opinion, and as such, is offered to the reader. It is indeed time that the Junior School, the “Cinderella of the system” as the White Paper called it in 1943, should have knowledgeable people to champion it; we can hope that there will be many more such attempts to inform and challenge public and professional opinion.

BRIAN STANLEY,  
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- MISS JOISCE, Headmistress, Wansbeck Junior School, Ashington, Northumberland.
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- J. PATRICK, Esq., Headmaster, Colliery Junior School, Hebburn-on-Tyne. (Hon. Secretary, N.E. Junior Schools Association.)
- SISTER MARY SEBASTIAN, Headmistress, St. Bede's R.C. School, Newcastle-upon-Tyne.
- MISS TAIT, Headmistress, St. Cuthbert's C. of E. School, Gateshead-on-Tyne.
- O. WHITFIELD, Esq., Headmaster, Usworth Junior School, Washington, Co. Durham.

As all members of the sub-committee with the exception of the Chairman are teachers under local Education Authorities it is necessary to state that these authorities are in no way responsible for whatever may appear in the memorandum.

The Chairman and Members of the Sub-committee desire to express their thanks to the large number of head and assistant teachers, men and women, in junior schools whose names do not appear in this list, but who have given invaluable help in the preparation of the memorandum.

Our especial thanks are due to our Minutes Secretary, Miss Knights, for her unfailing care and promptitude in writing up the minutes after our frequent discussions.

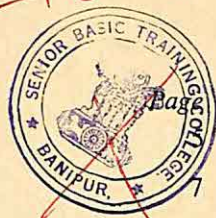
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## INTRODUCTION

THE following question was referred to us by the North-Eastern Junior Schools Association :

To discuss and report as to the needs of children in the upper stage of primary education and the possibility of improving the organization of junior schools to meet the children's needs in our own area.

This report of our discussions is intended to be a suggestive rather than a comprehensive attempt to present an exhaustive survey of the possibility of reform in junior schools in the present transitional period. The members of the sub-committee therefore have included neither any recommendation as to the most suitable age of transfer to and from the junior school, nor our views of the efficacy of the present form of the test at 11 years of age as a means of determining to which type of secondary school a child should go at the end of the junior school period. We would only say that when we have done more to set our house in order, then the present undesirable weight which the grading examination carries in the junior school should disappear and we would perhaps have more knowledge from our observation of children to enable us to speak with authority about the age of transfer from Primary to Secondary Education and the best method to adopt in selecting children for one or another type of secondary school.

As a body of teachers we are concerned that we have no official organ through which to express the needs and problems of the junior school as a specific stage of education. In presenting this report the sub-committee hope that junior school teachers will be encouraged to band themselves together so that the fight for the freedom and the rights of junior children may be fought with ever greater persistence and courage, backed by the informed and considered opinion of groups of teachers in junior schools. In time such groups might form a national association working to promote the welfare of children in these schools.



## THE EFFECT OF HOME CONDITIONS ON JUNIOR SCHOOL ORGANIZATION

THE most pressing needs of the junior departments of the primary school are reduction in the size of classes, improved buildings, more adequate staffing and recognition by parents, teachers and administrators that the years of growth between seven and eleven or twelve have their own special needs which must not be overlooked because of a desire that the children when they are older should leave the Secondary Grammar School equipped with the Higher School Leaving Certificate.

Only about 15 per cent. of junior-school leavers are suited to the type of education given in the Secondary Grammar School. We are well aware that these children should be given due consideration in planning the work of the junior school, but at the same time the needs of the majority must not be forgotten.

In the North-Eastern area of England, the home and neighbourhood conditions which provide the background for the children's life in school vary considerably from one district to another. Even within the neighbourhood of one school the differences in background are often very great. In the opinion of the members of this committee more attention should be paid to this fact in planning the organization and curriculum of any given school. In some districts the standard of living is considerably higher than in others. To take two contrasting examples. In one mining town in Northumberland a fair proportion of the children come from homes where there is a long tradition of hard work, thrift and a recognition of the benefit of schooling; in other industrial areas on Tyneside are some of the worst housing conditions imaginable. Every gradation is to be found between these two extremes. In some homes, children have sufficient sleep, proper nourishment, adequate facilities for cleanliness of person and clothing; in others, the opportunity for unbroken periods of quiet sleep are almost unknown and a communal tap for the use of several families may destroy at an early age any desire for cleanliness. In some homes there is an exchange of conversation about current affairs, the children's questions are answered with care, interest is shown by the parents in the happenings of the school; books, periodicals and newspapers are available and at more or less frequent intervals the children are taken out and about by their parents. Children from homes such as these usually come to school expecting certain things to happen there and their minds are prepared to receive what the school has to give. In other homes, some or all of these



factors are lacking. The only playground is the street, the only leisure-time occupations are either "scrounging round" derelict property, visiting the cinema as many times a week as funds permit, or minding the house and baby while one or both parents go out. Children from these homes do not so readily grasp either the significance of reading, writing and arithmetic, or the importance of applying themselves to the mastery of these skills. Many of the children are physically too tired for lack of adequate sleep, too uncomfortable by reason of their clothing and in some cases too hungry because of improper feeding to concentrate on learning. It is difficult to over-estimate the benefit to these children of the provision of milk and a good meal at school. Many of them would gain if even at the junior school stage a rest period could be included in the daily routine.

In this connection some of our members consider that the question of "streaming" is important. In their view in a fairly well-to-do urban area two streams of children are to be distinguished from about the age of seven: an A stream of intelligent alert children eager to learn and interested in the use of words, and a B stream slower in every way, relying on concrete experience at each new step. Others of our number, question the advisability of "streaming" as they think that at seven and even at eleven years of age it is too early to label a child A, B or C. One headmaster cited the case of a boy who received an occasional scholarship only with difficulty at the age of thirteen, but who at the age of seventeen-and-a-half years was top of the list for his county. A headmistress quoted examples of girls who reached the required standard in the grading examination at eleven years but who failed to make good in the Secondary Grammar School. All of our members are in agreement that on the whole the more intelligent and alert children are the products of a more carefully planned home environment, though the possession of money and material comforts and amenities is not necessarily a decisive factor; indeed the parents' attitude, especially that of the mother is considered to be the most important single factor in inculcating from the earliest years sound physical, mental and moral traits in the children.

We are in agreement that the work of a school should not be decided apart from the consideration of the home background and that the standard of work and the type of work required from any group of children must vary considerably from year to year even though the home conditions may remain constant. This fluctuation of standard is due in our opinion to many causes among which may be mentioned the following:

- (1) Differences in individual intelligence.
- (2) Differences in emotional and moral attitudes.



- (3) The good or adverse influence of groups of children or of some individual children upon the remainder of a group: the gang and its leader is an important factor at the junior stage.
- (4) Variation in attitudes, interests and capabilities of individual teachers.

We are well aware of the need for closer liaison between home and school and realize that each can help the other, but we know from experience that Open Days and Parent Association Meetings and Parent Teacher Groups are too often attended by those who already take an interest in what both sides are trying to do for the children; the others stay away. We would welcome more interest on the part of the general public about conditions prevailing in many junior schools. On the whole we believe that the children's own interest in what happens at school and their attitude to the school is one of the most potent factors in helping to bring the less co-operative parent to school and that this interest is most often aroused where there is adequate opportunity for creative effort in the school with the widest possible choice and range of activities and materials.

The Committee wish to put on record the following recommendations :

- (1) Reduction in the size of classes in infant schools should be given priority so that the junior school entrants having received individual attention and having had opportunity for practical first-hand experiences as the basis of their learning, may look forward with zest to the junior stage and be ready for more formal work.
- (2) The poorer a district in which a junior school is situated, the greater the need for speedy reduction in the size of classes.
- (3) The keynote of the work in the junior school should be active experiment and exploration rather than perfection of attainment and skill in performance.
- (4) The junior school is the place where children should be helped to master the technique of reading, spelling, writing, arithmetic, but at the same time the significance of creative effort as the basis of all sound learning should be given due weight in framing the curriculum. We have found in our experience that this creative work in acting, construction, making story books, organizing a library, a school bank and so on is often the starting point for arousing interest in the use of the tools of learning and for helping children to appreciate the need for practice in the mastery of the essential 3 R skills, particularly in the case of those children whose background is meagre in educational opportunity.

## SECTION II

### BUILDINGS, FURNISHINGS, EQUIPMENT

THE principles which should be considered where a building is being either planned or reconditioned for the use of junior children were stated in a memorandum prepared by the Members' Committee of the National Froebel Foundation in November, 1945. We reprint an extract from this report with which we are in agreement:

"It is generally accepted now in theory, if not in practice, that education of junior children—i.e. of children between the ages of seven and twelve, should be gained through activity and experience rather than through the passive learning of facts and storing of knowledge. First and foremost, activity demands space, and the prime need for junior children, as for those much younger, is room to move about and do things. A suggested ruling is that each classroom should provide twice as much floor space as is needed for the children to be seated comfortably at desks or tables. Each room should have easy access to cloakrooms, with hot and cold water, to store rooms, and to out of doors. Within the room, tables and desks should be light and easily moved, and with some variation in size. If desks are used they should be flat-topped so that several can be put together to form tables where children can work in groups and on which ordnance maps, etc., can be spread.

"Other permanent equipment for each room should include a sink with water laid on, a carpenter's bench, bookshelves for a library corner, ample cupboards (some with flat tops), and one or two firm tables for setting out models. There should be electric points for radio and simple experiments, and plenty of notice-boards for wall displays. Each junior school should have at least one extra room, and larger schools more, which can be used for specialist work, or for more general or group work.

"Outside space is as important for outdoor study as for formal and informal games and exercise. Flower beds and grass should be near the building, and asphalt for physical training away from it, to lessen disturbance from noise. In addition, there should be some rough space where digging and building can be carried on, kilns set up, and large-scale models laid out.



“In equipment, staffing and general amenities junior schools should not fall below the best modern standards for any schools.”

In our view, buildings with open corridors are unsuitable for the climatic conditions of the North-Eastern area. If this type of building is used corridors should be glassed-in so that the building is warmer and more space is made available. We deprecate both the use of buildings with long flights of stone stairs and the policy whereby buildings considered unsuitable for secondary pupils are made over for the use of junior children.

The Committee wish to put on record the following recommendations:

- (1) Every junior school should have a separate dining room in addition to a hall. The hall should be adequately equipped for physical training with suitable apparatus for climbing and hanging, physical feats greatly beloved by junior children. It would also be used for assemblies for we judge it to be essential that the members of a junior school should meet together as a community at least once each day.
- (2) We do not consider it necessary to have special rooms for art and constructive activities as we think that these are best carried out in the children's classrooms. Odd corners in corridors and cloakrooms can also be used for such work. But spare rooms would be welcomed where small groups of children could work alone, especially a room for use as a library. One headmistress of a large combined infant and junior school shares her own room with the children for this purpose.
- (3) Classrooms should be larger. Children in this age-group are growing fast and find a sitting-posture irksome. In our view they require a larger amount of space per child than either infants or secondary school pupils.
- (4) Forty children per class is too large a number if in actual practice class-teaching is to take a very small place. The expenditure of nervous energy on the part of both teachers and children in a confined space is too great to allow the maximum benefit to be reaped from either individual effort or group activities. It is deplorable and unjust that the attempt to use more sensible approaches to learning and teaching in junior schools should be hampered as it undoubtedly is at present by unsuitable buildings, heavy ugly furniture and lack of space for movement and large-scale work.

### SECTION III

## REQUISITIONS

THE Committee are of the opinion that the present position whereby grammar and modern secondary schools receive a very much larger grant per head than junior schools is unwise. Junior schools in fact require large stocks of consumable material—paints, clay, paper, wood, etc., which necessitate almost as large an expenditure as in the secondary schools. It would help if there could be *proportionate* parity in the amount of grant for requisitions for the two stages of education.

It would also help if junior schools in addition received supplementary grants for unconsumable stock, e.g. gardening tools, library books, carpentry tools, a wireless set, a gramophone, etc., comparable to the supplementary grants made to the secondary schools for expensive physics and chemistry laboratory equipment.

It seems to us that it should not be necessary as is the case at present under some local Education Authorities for junior schools to organize jumble sales and the like to obtain essential equipment. It is also to be regretted that teachers of necessity supply so much from their own pockets to remedy a few of the many deficiencies in essential stores in junior schools.

We think that the amount of grant for requisition purposes should not be calculated upon the average attendance over a given period in a particular school. Very often it is the schools in the poorer districts which have the worst attendance and it is in these very schools that everything possible should be done to put opportunities in the children's way to experiment and have first-hand contact with materials of all kinds, variety of occupations, attractive books, etc., expenditure upon which is inevitably curtailed when the grant is decreased because of poor attendance. Moreover, it is not unlikely that improvement in the variety and type of occupations provided by a school might lead to an improved attendance record.

With the growing recognition of the fact that practically every type of material, junk, etc., can be utilized in children's activities in school, it is necessary that heads of junior schools should have an adequate and regular supply of petty cash. Much waste material—orange boxes, oddments of all kinds—which is valuable from the children's point of view can only be purchased where and as it is seen, often in small out of way shops.



We think that it is an unfortunate custom that money spent by the school on buying needlework materials must be returned in kind from the sale of garments to the children. This regrettable custom affects the type of work attempted, the standard of finish required and so long as it is thought boys should do book-making or make cardboard models, while girls do needlework, upsets the proper balance of the time table.

The day has gone when junior schools can meet the demands of a curriculum based on children's interests and activities with only a bare and uninspiring supply of pencils and chalk, exercise books, unintelligent "readers", pens that are made for blots and scissors that do not cut.

We recommend that where items have to be deleted from requisition lists because of the unavoidable present shortage, the head of a school should be allowed to send in a further list for the use of the money not spent and we also think that it should be possible to send in requisition lists more frequently.

We very much favour the policy whereby local Education Authorities supply proper foot wear and clothing for physical training. In the same way we think the appropriate clothing for swimming should be provided.

#### I. GENERAL REQUIREMENTS FOR SCHOOL OF 250 TO 350 CHILDREN.

Each building should include:

- (a) Indoor lavatories for teachers and children.  
Basins with proper plugs.  
Hot water.
- (b) A bed and bedding for sick persons in a small medical room.  
A telephone.
- (c) A platform for the hall. Two pianos fitted with rollers.  
Radiogram for hall. Rediffusion sets for each room.  
Gramophone and allowance of money for records.  
One sewing machine.  
Projector and screen. (See p. 22.)  
Half-dozen spare tables that fold up easily and can be moved as required, with washable tops.
- (d) A stock of good pictures which can be changed periodically.
- (e) *Cupboard-space.*
  1. *Cupboard to store percussion band instruments.*  
Cupboard space 6 ft. by 18 in. deep with two shelves.
  2. *Cupboard or small store room for all the usual apparatus for physical training and games.*  
40 short ropes.  
1 dozen long ropes (20 ft.).

- 40 Hoops (assorted sizes).
- 5 dozen balls.
- $\frac{1}{2}$  dozen footballs (size 4).
- 4 dozen bean-bags.
- 40 small rush mats.
- 1 cricket set.
- 1 dozen rounder bats.
- 6 sets of skittles.
- $\frac{1}{2}$  dozen large beach balls.
- 3. *Cupboard* for supplies of dusters, mops, brushes and dust pans, furniture polish.
  - 1 dozen enamel bowls.
  - $\frac{1}{2}$  dozen buckets.
  - 1 electric iron.
  - Adequate stocks of towels (at least 2 for each child).
  - Soap.
- 4. *Cupboard for woodwork tools.*
  - Supplies of glue and paint for woodwork.
  - $\frac{1}{2}$  dozen hammers.
  - $\frac{1}{2}$  dozen screwdrivers.
  - 1 dozen coping saws.
  - 1 dozen hack saws.
  - $\frac{1}{2}$  dozen tenon saws.
  - 1 dozen varied saws.
  - 2 chisels.
  - 1 guillotine.
  - 1 stapler.
  - Supplies of nails (all sizes).
- 5. *Cupboard* with  $\frac{1}{2}$  dozen sliding shelves, 20 in. by 30 in. to hold large size sheets of paper.
- 6. *Cupboard* with adjustable shelves to hold needlework materials, lengths of stuff, wools, cottons, needles of all sizes including knitting-pins, tape, etc.
- 7. *Cupboard* with adjustable shelves to hold supplies of powder and tempera paints. Large brushes. Charcoal. About 40 small paint boxes.
- 8. *Bookcase* with solid doors to hold up to 300 reading books in addition to those in use in the classrooms. School and class libraries are essential in addition to the books provided for mastery of the technique of reading. Each school should be provided with at least one set of the *Children's Encyclopaedia*, the children's *Book of Knowledge*, copies of geographical magazines, supplies of comics, etc. A well-illustrated and well-printed Bible,



copies of small Bibles with good print. Song books and music. (See also section on English and p. (52(b)) for lists of useful books.)

(f) *Special shed* or small store room for gardening tools.

$\frac{1}{2}$  dozen spades.

$\frac{1}{2}$  dozen digging forks.

1 dozen hand forks.

1 dozen trowels.

1 barrow.

1 dozen rakes.

2 watering cans.

1 dozen hoes.

2 buckets.

(g) *Special shed or store room* for supplies of wood, wooden boxes, tea chests, etc. To include storage space for 2 dozen dual easels. 2 cwt. clay in three small bins.

(h) *Allowances of ground for children's gardens* apart from hard playground and waste ground for play. Seats for children should be provided on the playground.

(i) The provision of *suitable clothing* and footwear for physical training (including swimming).

## II. FURNITURE AND EQUIPMENT REQUIRED FOR EACH CLASS.

For children between seven and eleven a sink (usual kitchen size) with hot and cold water for every room.

Beaver boarding or cork fibre for wall pictures, hanging up children's work, etc.

Wall blackboards.

Single desks with a locker or drawer beneath would be more useful than heavy dual desks with only a narrow ledge which is useless. A locker attachment to hinge on might make desks lighter to move about or carry outside.

2 tables that fold easily and can be moved as required, with washable tops—to be used for larger group-models, etc.

3 adjustable shelves at a suitable height round at least two sides of a room to hold unfinished work, etc.

Low cupboards built in under windows down one side of the room. Cupboard doors not to be wider than 2 ft., ordinary hinged doors, adjustable shelves. The bottom of the cupboard should be made so that dust does not accumulate between the bottom shelf and the floor.

N.B.—These cupboards are intended to hold reading and exercise books and small apparatus.

Woodwork bench or old stool.

W. B. MURRAY

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## 22 BASIC REQUIREMENTS OF THE JUNIOR SCHOOL

*Cupboard to hold materials in use.*

Adequate supply of pairs of scissors that cut.

Class supply of paints and brushes, pencils, ink, etc.

*Materials for writing, spelling, English exercises, practical arithmetic, etc.*

Each class requires:

Plentiful supplies of loose papers *not* only exercise books.

Charcoal.

Pencils—thick as well as ordinary H.B.

Pen nibs, holders and ink.

Rulers, 12 in. with halves and quarters marked.

India rubbers.

Tape measures.

2 pairs of scales—1 pair with weights.

1 pair with dial.

Sets of measures for capacity.

Cardboard coins.

Sets of geometrical instruments.

1 pencil sharpener.

N.B.—For the entrants class of the junior school similar material is needed to that used by the children in the leaving class of the Infant School.

### VISUAL AIDS (kindly contributed by J. Graham, Esq.)

In the following notes the term Visual Aids is taken in the narrowest sense, and refers only to the types of apparatus which produce enlarged images by projection. It does not include all forms of visual aids which appeal to the eye.

Visual material, whether still or moving, should be used as a normal part of teaching, therefore, as a general rule, the classroom is the place for the film so that normal conditions are maintained and the film becomes part of the ordinary teaching method. Even if it were thought advisable, cinema conditions cannot be reproduced in schools, buildings are not erected solely for showing films, the projectors are not so powerful and the audience is not waiting only to be amused but to gain the greatest benefit from what they see.

#### *Still Projection—Types of apparatus.*

The Episcopes is very useful for showing opaque objects, post cards, photographs, pictures, etc., and gives a picture in natural colours. As it depends on reflected light it necessarily lacks the brilliance of projection by transmitted light, and can only be



successful in complete darkness. It is fairly easy to construct by an amateur, and lends itself to the use of the widest range and least expensive type of projection material. A simple type of episcopes dispensing with the reversing mirror, is very effective—with rear projection on to a translucent screen.

The *Diascope* or Magic Lantern is the oldest form of projection apparatus, and is still frequently used for lecture hall purposes. It is used for showing transparencies, usually in the form of slides, the standard size being  $3\frac{1}{4}$  in. square. The disadvantages of the glass slide are its weight and fragility, and the huge lists which must be studied for selection purposes.

A recent development in the  $3\frac{1}{4}$  in. slide is the discovery that writings, drawings, and diagrams may be made on cellophane and placed between two lantern slide cover-glasses bound together along one edge. The diagram may be made in ink, but photopaque, which can be procured in various colours, is very suitable for the work. By this method, at a negligible cost, slides can be made which are easily carried or stored, and are unbreakable.

The development of the miniature camera which takes pictures on 35 mm. films has led to a standardization of a 2 in. square slide, and to the making of transparencies in the form of strips of film. The 2 in. slide consists of a film mounted between thin glass plates fastened together by a metal strip. By the Kodachrome process these pictures can be taken in natural colours as easily as the ordinary black and white.

A school diascope should, in order to give full benefit, be capable of showing the  $3\frac{1}{4}$  in. standard slide, the 2 in. sub-standard slide and also film strip. A good projector should give satisfactory results in controlled daylight as well as in complete darkness. The *Epidiascope* is a two-purpose instrument combining the work of the episcopes and the diascope. It is usually heavy and cumbersome, and the efficiency of each separate part is lessened by the compromise.

### *Moving Projection.*

The present trend does not suggest that the still picture will generally be displaced by the moving. The aim is to expand the use of each within its proper sphere. The still picture is usually the most economical in cost and effort, and the most efficient as a medium of explanation.

The moving picture has, however, certain characteristics which can be most useful in education. Speeded up photography can show slow changes as continuous movement (growth in Biology) while slow motion photography brings rapid movements within the eye's power of analysis. The moving diagram can be applied

to most branches of teaching and enormously extends the scope of diagram work.

Cine projectors for schools should have a reserve mechanism so that the same section of a film can, if necessary, be shown over and over again; also a device for showing a still picture without injury to the film or the machine.

The question of the relative merits of sound and silent projectors always calls for discussion, but for junior schools at least, most teachers who have had experience of both favour the silent.

Silent projectors are cheaper both in initial cost and subsequent upkeep while the silent films have a longer life. Sound apparatus is much heavier and less portable and also more complicated and liable to get out of order. The sound production must be really good to be effective. The chief defect of sound for junior scholars is that the commentary restricts the use of the film, as it can only be used for the purpose followed by the commentary; a silent film can be used on different occasions for different purposes. Lastly, very few sound projectors have a reverse mechanism. On the other hand natural sound, as opposed to commentary is an advantage in some films and while silent films can be shown through a sound projector, sound films must on no account be used on a silent projector.

For a junior school the equipment suggested would be :

- (a) An episcope for the projection of opaque objects and pictures.
- (b) A diascope which will take  $3\frac{1}{4}$  in. slides, 2 in. slides and film strip.
- (c) A silent projector.



## SECTION IV

### THE TIME-TABLE

IN the view of the members of the Committee there is a close connection between the administrative problems of drawing up a workable time-table and the more personal problems of making the fullest and best use of the available time, interests and aptitudes of the individual members of a school staff.

On the whole we are not in favour of specialization in subject teaching in the junior school, though one headmaster described an experiment he is carrying out in his school with some success on these lines. The majority of our number think that children of this age should so far as possible be in the care of one teacher for the greater part of the day. However, we realize that where a teacher is unable to offer either music or art or physical training of an adequate standard and where another teacher is proficient in one or other of these subjects, the children are more likely to gain by being taken by the more able teacher whose interest and enthusiasm will stimulate the children. In most junior schools it is necessary to have a special time-table for physical training, music and dancing to ensure that each class has a fair share of the use of hall or yard. Apart from these fixtures we think the time-table should be as elastic as possible for each class so that every reasonable precaution is taken (1) to prevent unnecessary interruptions when children have become engrossed in a piece of work, and (2) to enable a teacher and a class to plan their work to the best advantage for any day or week.

S. C. E. R. T. W. B. LIBRARY

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## SECTION V

### SYLLABUS MAKING

IN the majority of junior schools in the North-Eastern area the head teacher is responsible for planning the syllabus for each class in each subject. Some members of our committee feel that the class teacher should have more say in this matter and should be encouraged to make an outline plan of work for a class and after consultation with the head teacher, a staff meeting should be called to discuss all the plans.

The present situation whereby detailed schemes of work are prepared by a head teacher, which are sometimes in use for three or four years and which therefore cannot directly be based on the interests of a particular group of children, are deadening alike to teachers, children and subject matter.

In the place of separate schemes in terms of subjects the plan is being tried in some schools of linking the work by means of topics according to the present interests of the children. For example, instead of separate schemes for history, geography and nature study, in one school the outline plan for the year 1945-6 was as follows :

- 1st group 7-9 years. The Home and Neighbourhood.
- 2nd group 8-9 years. Newcastle-upon-Tyne.
- 3rd group 9-10 years. Northumberland in relation to the rest of the country and the world.

The following recommendations are put forward by this Committee:

- (1) Frequent staff consultations are necessary and valuable in the junior school. They should take place in school time—perhaps by an arrangement whereby the children are dismissed half-an-hour earlier on one afternoon of each month.
- (2) Every class teacher should draw up in consultation with the head teacher an outline plan of work showing what ground a class proposes to cover in a given period of time, e.g. a term or six months. Each week a more detailed record can be made of what has actually been achieved.
- (3) In English and Arithmetic there should be an agreed basic minimum which it is hoped every child would know at the end of the term or year. The quicker children would of course do far more. Each child should work at his own rate and at his own level so that neither the quick nor the slow children in these basic subjects are penalized.



## SECTION VI

### THE GENERAL CONTENT OF THE CURRICULUM

#### I. BASIC WORK IN ENGLISH AND ARITHMETIC.

##### (a) 1. *Speech.*

In the view of the Committee clear natural speech helps enormously in the acquisition of the skills of reading, spelling and the attempt to express ideas in written words. Here again, the influence of the home is of fundamental importance for the habit of speaking is acquired almost unconsciously within the early home environment. Easy natural speech is also closely connected with lack of emotional tension and is found most often in those junior schools where interest is the keynote of the work and curiosity the motivating factor rather than fear and competition.

With regard to dialect, the committee are in agreement that this should not be allowed to fall into disuse and that it is wise to regard dialect as a second language.

In helping to eradicate bad speech habits and slovenly incorrect speech the Committee think that formal speech training is only useful if an individual child is sufficiently interested in speaking well to take the necessary trouble, both in and out of school. We think that the more time there is for talking naturally, the more likely will faults be overcome.

We therefore advocate the use of class discussions, about the children's plans of work, book talks about books they are reading, word games, riddles, tongue-twisters, etc. These are all means of helping junior children to use words and become interested in them.

Above all, tricks of speech are "catching" and a teacher who speaks clearly and distinctly with pleasant intonation can do a great deal to set a standard which children will emulate unconsciously.

The Committee are in agreement with the opinions expressed in the report of the Advisory Council on Education in Scotland on Primary Education, published by H.M.S.O., Edinburgh, 1946.

##### 2. *Reading.*

The Committee are in agreement that after speech the most important function of the junior school is to help children to master the technique of reading and to encourage them to use books as sources of enjoyment and information. The home background

makes an enormous difference to the schools' starting point in this matter. It must also be acknowledged that some children develop an interest in reading quite late.

The provision of suitable books is the first requirement—story books, reference books, periodicals, comics, newspapers all have a place. We have recommended elsewhere (p. 17) that each junior school should have its own library in a special room; at the same time a book table or book corner in each classroom provides a useful stimulus and is convenient. The children are usually encouraged by the school to join the nearest public library. In Newcastle-upon-Tyne, by the kind co-operation of the City Librarian, certain weeks are set aside when exhibitions of the books available for junior children in the public branch libraries are shown to teachers and the Children's Librarian is present to discuss with them questions relating to children's choice and use of books.

The difficulty of encouraging children who are backward readers and who still cannot read with ease at the age of 8 or even 9 is that with the large numbers a teacher cannot give these children sufficient individual help.

Another difficulty is to find suitable books which do not seem babyish to these older children. Several members of the committee recommend the plan of combining reading with writing and of allowing these children to make their own story books about simple everyday happenings in their own home and school environment. We are in agreement that no one method is infallible—that as many methods as there are backward readers are necessary. Failure to read by the age of 9 or 10 may be due to many causes among which we mention.

- (1) Too early formal teaching of reading leading to emotional tension which is often aggravated by over emphasis on class reading in the junior school.
- (2) Defective eyesight and/or hearing.
- (3) Illness in the infant department causing irregular attendance or prolonged absence at a time when important links in the sequence of learning to read are broken.
- (4) Lack of interest due to the use of a method unsuitable for a given child.
- (5) Home conditions.

Members of the committee are in favour of appointing a teacher to take charge of the entrants class of the junior school who has had training in infant school methods. The majority of children of about the age of 7 to 8 years need some help with word building



and simple phonetic work. The fact that this necessary teaching is sometimes omitted accounts in our view for the lack of progress in the ability to read in the junior school by some of the children who showed promise in the earlier stages in the infant school.

In the entrants class there should be a very liberal allowance of time for private reading practice when the teacher is free to give individual attention to children in need of help. Indeed time for private reading is essential throughout the junior school stage. We agree also that throughout the junior stage the teacher should read aloud frequently to the children. The plan of small groups of children working together has a place but should only be used to supplement a child's own private practice. With the older children the use of dramatic readers is useful. The majority of our members think that the old method of reading round the class in turn should be very carefully considered before it is used, although one or two of our members think it has occasional value.

### 3. *Spelling.*

We are in agreement that "a little and often" is a good motto to follow in helping junior children to learn to spell and we stress the advisability of a short period of ten minutes each day where two or three words are learnt followed by a weekly test, instead of for example, two longer periods of half-an-hour per week. The important point is to help children to realize that correct spelling matters. Throughout the junior school word books or dictionaries can be compiled by the children and at the top of the school printed dictionaries are much appreciated.

The more children are encouraged to use words freely in friendly talk, in writing their own stories for class or school magazine and the more they read—the greater their interest in correct spelling. It is a matter of clear speech, interest and time.

### *Written Work.*

#### 4. *Handwriting.*

In the opinion of the committee the script used in the infants' department should be continued in the first year of the junior school and cursive writing or cursive script should be taught in the second year. One headmaster prefers to keep printed capitals throughout as cursive capitals are so cumbersome. Plenty of time should be given to handwriting practice to gain facility in the use of pencil and later pen. But such practice should have a purpose, e.g. making a book of riddles and rhymes, proverbs, etc. We think that the less ink is used the better and that all rough work should be done in pencil.



### 5. *Composition.*

The power to use the written word as a means of expressing ideas, varies considerably with the ability of individual children, the home background and the training received in earlier stages. Lack of opportunity for verbal exchanges of ideas and lack of a stimulating environment may mean that a child has very few ideas to express. On the other hand a child who has been accustomed to making up and writing down his own stories about his pictures and his doings in the infant school is prepared and willing to make the necessary effort to express his ideas on paper in the junior school.

The amount of suggestion and help children require depends on these background factors and it should be remembered that there will always be children who do not use words naturally as a means of expression. Written work beyond a basic minimum should not be required of these children.

On the whole, the more interesting junior children find all sides of their life in and out of school and the more their interests are used to make written work purposive, the less possible it becomes to separate composition in a water-tight subject compartment. Children should make their own records about shops, homes, school activities and expeditions. They enjoy reproducing in their own words stories that are well known to them. Letters written to real people are an incentive to learning how to write a letter. Arising from these efforts, formal directed teaching can be given in punctuation and sentence construction. Such work is an essential part of teaching in the junior school but it is the more effective if the teaching is given when the need arises so that the children realize its purpose. Children who are interested in words enjoy finding new ways to express their ideas. These children should be given every encouragement and necessary guidance. We suggest that one of the most useful ways of helping a child to realize his mistakes and to find a better way of expressing his ideas is to invite him to read his effort aloud to the class. Much constructive discussion is then possible and all members of the group can take a share.

In our experience the motive of writing for a class magazine, a newspaper, a record of life in the neighbourhood, accounts of school expeditions, a class story book, provides incentive for careful work, and the children are willing to put into it the necessary drudgery that goes with the doing of any job which seems worth while to them. Children should be encouraged to take pains in preparing for such work. To make a rough pencilled copy which can be corrected before the final fair copy is written up is a useful method of giving such training.



*Summary of recommendations on basic work in English.*

In our view:

(1) The junior school should encourage children to speak naturally and clearly.

(2) The responsibility of helping children to master the skill of reading should be shared between the junior school and the infant school. The Primary School would do a good job of work if every child by the age of 11 could read with enjoyment and understanding. (For list of useful books, see Appendix, pp. 44, 45.)

(3) Spelling, punctuation and sentence construction should be taught, but it is impossible to master the use of these in the junior school. So far as possible the need for practice in the use of these tools of language should become apparent to the children through their own efforts to speak, write and read about their individual interests.

(4) Every junior school should have a plentiful and varied supply of books including reference books, the children's encyclopædia, geographical magazines, etc. The work of running the school and the class libraries should so far as is practicable be the children's responsibility.

(5) Contact between publishing firms and schools should be encouraged. We submit that it is a mistake for publishers' representatives to be excluded from visiting schools as is the rule at present in force under some authorities. We also suggest that not only head teachers but the assistants should have an opportunity to meet these representatives of reputed firms.

We think that Publishers' Exhibitions are of great value.

*(b) Arithmetic*

The members of the committee are of the opinion that the work in arithmetic as in English should be planned so that it is related to the particular needs of the children from specific home backgrounds.

We suggest that the sequence of experience should be :

(1) First hand practical manipulation of mathematical situations involving the use of numbers, money, weight, capacity, length and time. Problems at first should be connected with this practical work.

(2) Formal teaching of rules with adequate allowance of time for written practice involving the use of addition, subtraction, multiplication and division tables and the tables of money, weight, capacity, length and time.

(3) Quick mental practice and practice in making approximations. Throughout the junior school the work should be connected

with the everyday experience of the children and the figures and quantities with which they work should be kept reasonably small.

The allowance of time given daily to (1), (2) and (3) above should vary in relation to the mathematical capacity of individual children. In our view arithmetic is a utilitarian subject and as such should be kept to its proper and subordinate place in the curriculum. We suggest that 45 minutes per day is sufficient for the A groups. Children in the B group can only give their attention to formal practice for short periods. Some teachers prefer two periods of 20 minutes for work demanding concentrated attention from these children who do not readily grasp abstract ideas. In the B groups more time should be given to practical work.

At the end of this section (pp. 33-4) we give suggestions for the kind of exercises we have in mind which involve getting out and storing away materials, hence a 60 minutes period might be more useful for this work.

*Memorization of Tables.* In our view the junior school is the place where tables should be memorized. There should be no ground for complaint from the Secondary Grammar School that children do not know their tables. With the less able children, it is likely that some will not have learnt all their tables by the end of the junior school stage. We recommend ten minutes practice per day and suggest that children should make their own collection of tables in a special note book. The actual memorization of the tables must be an individual matter. No teacher can learn the table for a child—we can only set the stage appropriately to stimulate his learning.

The Committee recommend that:

- (1) By the end of the junior school course children should be familiar with addition, subtraction, multiplication and division tables.

The weight, capacity, length, time, money tables should be familiar as a result of practical work. Children should be able to make approximations without actual measurement.

- (2) Large numbers outside the possible experience of the children should be avoided. Complex fractions, decimals, ratio and proportion are out of place in the junior school syllabus.
- (3) While realizing that some children should always use practical approaches we think that the mathematically-able children should dispense with practical work as soon as possible. As a rule they do so of their own accord.
- (4) The requirements of the grading examination should not determine the arithmetic syllabus.



## SUGGESTIONS FOR PRACTICAL WORK IN ARITHMETIC

(kindly contributed by Miss Constance Holliday).

To give children experience at first hand is admittedly more difficult than to teach by rule of thumb methods. The following types of practical work are used in a junior school :

*Children, aged 7 to 9 years.* 45 children in the class.

Each child has a record book in which to keep his own record of work done. Each year the class consists of an 8 year old group who have been in the class for 12 months and a 7 year old group who have just come from the infant department.

During the first term each 8 year old takes a 7 year old partner and the "Cans" help the "Can'ts".

The older child helps the younger one to read her instructions, gives what help is required in carrying them out and in writing down what is done. Helping the younger children provides an excellent motive and opportunity for revision and consolidation of previous knowledge for the older children.

1. *Number.* This work is a continuation of the Infant School training in knowledge of number bonds and the inter-relation of numbers up to 100.

2. *Capacity.* Gills, half-pint, pint and quart bottles and measures are used.

*Examples.* How many pints would you have if you had 2 gills of water, 1 quarter of water and one half-pint of water? Mother bought a pint of milk each day of the week except Sunday. How many quarts did she buy?

3. *Weighing.* This is difficult for many children because of the use of fractional terms and this in spite of much experience in cutting up material into parts. That  $\frac{3}{4}$  lb. can be less than 1 lb. is beyond the grasp of many 7 year olds so until about 8 years the weighing is confined to pounds and ounces.

*Examples.* Can you do these puzzles?

Which is the quarter pound weight and what has it written on it?

Which is the half pound weight and what has it written on it?

Which two weights would you put on the scale to weigh 10 oz. of anything?

Your tea ration is 2 oz. a week. Weigh out your ration for a month (4 weeks). How much have you?

Can you give your answer in two ways?

4. *Measuring.* 12 inch rules and tape measures are used to measure everything available.

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A five foot vertical measure marked in inches is attached to one wall and used for measuring children's heights and changing inches into feet. Practice is given in judging lengths, heights and distance by eye.

*Examples.* Use your ruler to draw a chalk line on the floor one yard long. How did you do it?

With the help of the 5 ft. measure on the wall change these measurements into feet and inches: 29 in., 35 in., 66 in., 47 in.

5. *Time.* Cardboard clocks are used and exercises set.

*Examples.* Dad gets home from work at 10 o'clock. Show this time on your clock and then draw your clock face.

Sheila's baby was born at five minutes past midnight. Draw a clock face to show this time.

The train left at 3.45 p.m. If I get to the station at ten minutes to four would I catch it? How long a time is it from 9.30 a.m. to 10.15 a.m. Use your clock. Can you give your answer in two ways?

6. *Shopping.* The 7 year olds have a stationers shop giving practice in the use of 1s., 2s. and 2s. 6d. In preliminary lessons all the ways of making 6d. and 1s. are found out and games of snap and lotto are useful for quick practice.

The 8 year olds have a drapers shop which they stock themselves. They work with money up to 10s. Invoices are used to encourage the setting down of transactions in a business-like way.

Other work in money is connected with stamps, bus tickets, cardboard coins involving addition and subtraction of money to 10s. Money boxes are used with the 8 year old children. £1 and 10s. notes and silver are put into boxes. A child must first find out how much a box contains and how the amount is made up.

$13s. 6d. = 10s. + 2s. 6d. + 1s.$

Exercises are set.—Take out 1s., put in 2s. 6d. instead. How much now?

The 9 year old groups do reduction of money—cardboard coins being used to reduce £2 to 6d., 12s. 6d. to 3d., 10s. to pence.

*Work with older juniors.*

The 10 to 11 year old groups run a post office and the children use postal orders, money orders, and stamps of all denominations! Correct poundage on postal and money order is charged. Saving and insurance stamps are sold.

N.B.—There are many opportunities for linking the work with English, for pursuing a study of the growth of the postal and transport services, and for learning to use a bus and train time-table.



*Organization.* In some schools this work is done in an afternoon period once or twice per week; in other schools it is included every morning before or after the formal work in arithmetic has been done.

## II. THE STUDY OF MAN AND HIS WORK IN THE WORLD.

In the junior school the children's eager curiosity about the world in which they live is the most potent spur to learning more about those aspects of life which are commonly classified under the subject headings of history, geography and nature study. The town child's preoccupation is with the people and their work in the immediate neighbourhood, the river, the park, the waste ground near his home and school; the country child with the village community, the farm, the crops and seasonal changes.

For this reason we think that the immediate neighbourhood surroundings of home and school should be made the starting point for work which later may be classified in more definite subject divisions. Several of our members work outwards from the neighbourhood to a study of import and export trade in commodities, shipping in the Tyne and Wear; industries of Tyneside, coal mining and the life of a mining community. Children of this age enjoy maps and many of our members have commented on their experience of seeing children during the war poring over maps and using the globe to locate the places where relatives in the Forces were stationed. Maps of journeys and expeditions are undertaken in school time and plans of the route are made. Information collected by the children out of school is discussed and recorded in school time and the work has real and obvious significance for the children.

Films, especially photographic films, collections of pictures and photographs, reference books all have their place in this work and the children are encouraged to observe and search for data on their own. (See Appendix pp. 50-53 for useful books and pp. 22-24 for notes on films and projectors.)

At certain times the geographical aspect would be stressed, at others the historical aspect—ancient buildings; a consideration of why a town or village grew up on a certain site; important happenings; interesting people who have lived in a city. We do not think that many children are interested in chronology at this age, though one headmaster described how a simple time chart of the children's own lives gave them some idea of chronology.

*Records.* We recommend the practice of encouraging children to make their own class, group and individual records of the work done. This recording provides motive for written work which need not be confined to the periods devoted to English composition.

In many city schools it is difficult to give children first hand contact



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with living plants and animals. A nature table or corner can be set aside for treasures the children find; a nature calendar, window boxes, a school garden, aquaria are all possibilities. The exchange of letters between home and country schools is helpful—the country schools sending collections of material—fruits, twigs, flowers, etc., and the town children sending news of their life and surroundings. School expeditions are important. A headmistress of a junior school recounted the following story to us after a visit to the Farne Islands in connection with the study of the Northumberland coast. Said Carl to the headmistress, “Now that I’ve seen terns and fulmar petrels nesting I’ll never make a mistake when I see one. I was never interested much in birds before but from now onwards I’ll notice them.”

This committee suggest that :

(1) Much of the ground covered at present under the subject headings of history, geography and nature study is not in line with the children’s desire to explore and investigate for themselves. Stories of the great explorers and inventors of the present as well as the past, stories of heroes and heroines appeal to junior children and should not be ignored, but many stories told under the title of history and geography would lose nothing by being told in the story period—they often have no historical value and geographically are often inaccurate and misleading.

(2) Though the type of neighbourhood study we have outlined above may leave the children with large gaps in their knowledge we maintain that when we attempt to cover carefully planned schemes in history, geography and nature study, the children still have gaps and what is worse, often have neither interest in these subjects nor any knowledge of either the historical background or the significance of the geographical setting of their own town, village and locality.

(3) In our view the attempt to help children to observe, to explore at first hand, to discover by questioning in and out of school, the story of their neighbourhood and its relation to the wider national and world community, tends to keep alive the children’s desire for information, to stimulate their curiosity about the world and to encourage them to delve into books. Such an approach leaves the secondary school a clear field in which to organize and classify knowledge in subject divisions.

### III. LITERATURE.

The members of the committee are of the opinion that a generous allowance of time in the junior school should be devoted to sharing enjoyment of prose and poetry with the children and in this way



give them the opportunity of making acquaintance with some of the treasures which are part of their heritage.

(a) *Prose*. We have already stated that in our view the practice of a teacher's reading aloud frequently to the children is invaluable. We think however, that such reading should be carefully prepared for and not merely a haphazard way of filling in odd minutes.

It is a good story that appeals in the junior school; the children are not yet ready for either appreciation of style, detailed analysis of plot or evaluation of character. We therefore deplore the use of abridged editions of classics which children could more profitably read unabridged at a later age. There is a wealth of more suitable material available for their present needs and we hope that the list of stories and books (see Appendix, pp. 60-63), which in our experience are enjoyed by children of this age, may be useful.

(b) *Poetry*. Children enjoy the sound of words and catch a teacher's enthusiasm and love for poetry even though they do not always understand the meaning.

We are aware of the appalling fact that all too often in the junior school poetry is equated with learning by heart. We suggest that the practice of a head teacher's drawing up a list of poems for each class to be tested at the end of the term irrespective of the tastes of either teachers or children defeats its purpose and is the surest way to kill a child's natural love of rhythm and appreciation of the sound and colour and texture of words.

We are persuaded that learning by heart has a legitimate place in the junior school and that children enjoy learning poems by heart. We suggest however, that to read aloud a great variety of poetry to children simply to share pleasure; to encourage them to ask again and again for those they most enjoy; to allow them to keep their own anthology into which they copy their favourite lines are ways of helping children to learn without boredom and therefore with more likelihood of being remembered.

Several members of our committee prefer to read poetry to the children for a short period every day than to set aside one or more longer periods each week. The list of anthologies given in the Appendix (p. 49) has proved useful in our experience. We suggest that as many different anthologies as possible should be included in the junior school library and in class room libraries.

In our view the aim of the literature periods in the junior school should be to provide a means of satisfying the children's emotional needs of enhancing their awareness of beauty, and of feeding their capacity for sensitivity and appreciation. Very often a child's own attempt to write his own story or his own poem acts as a spur to a more lively appreciation of fine prose and poetry.



## IV. CREATIVE WORK.

*(a) Drama, Visual Art, Music, Speech.*

In our view, creative effort through the medium of any art-form plays an essential part in a child's development. We think, moreover, that the more these various modes of expression are linked together at the junior school stage the greater is their value in helping a child to become a balanced, poised and sensitive individual.

Children require guidance and suggestion if their attempts to express their ideas and feelings through these creative channels are to fructify and progressively develop. Several of our members stated that too often the children's plays, dances and paintings remained static or repetitive for lack of guidance. At the same time imagination and spontaneity on the children's part are essential. One of our members summed up our attitude towards the part we should play in this creative work by saying that we should open doors for the children to enter which, without our help, would forever remain closed to many of them. When a child feels unable to express himself, that is the time to give help.

Enjoyment and satisfaction on a child's part in his painting, his mime, his gesture, his dance, his song are our only criterion for assessing that particular child's effort. We cannot say—this is right, that is wrong. He is expressing an experience we may not have undergone. Some of our number are of the opinion that drama, music and painting are best taken with a fairly large group at a time, but that the children should also be free to work in smaller groups and at times co-operate to make a production with the whole group.

As with literature we think that children should have the opportunity to share in the enjoyment of their heritage of folk tunes, songs and dances. We advocate the learning of as many tunes as possible. It is not necessary for all the words of each song to be known, to hum the tune is often sufficient. The use of gramophone and radio in school should play a part in helping children to listen to music as well as to interpret it in movement and song.

Speech is also a means of expression, but it can only be used creatively in the sense we have in mind, if a child has sufficient stimulus to make him want to use words. Here again the influence of the home plays a very important part. To speak clearly and naturally and enjoy the use of words means growing up among adults who use words and it means growing up in a setting in which a child feels sufficiently relaxed and at ease to experiment in the use of words without fear of ridicule. Above all, he must find so many interesting objects and happenings to talk about that he is not



tongue-tied because he has nothing to say. For this reason some of us advocate the use of mime, rather than that of speech in dramatic art. As we have stressed throughout this report, the less helpful the home, the more the school must do. The more inarticulate the parents, the greater the need for spontaneous friendly and informal exchanges of talk and discussion in school. The fewer interests a child has in the home, the more must the school do to provide a stimulating environment to feed and satisfy his emotional as well as his intellectual needs and in our view drama, music, painting and all forms of art must have a large and important share in the junior school curriculum.

*(b) Children's Constructive Activities.*

Making things is one of the commonest forms of creative work in the junior school. In our view the aim of a child's constructive efforts at this stage is to develop and extend his earlier play activities in order that his curiosity is stimulated and satisfied; his thinking become more precise, and his capacity to use his senses enlarged.

*Materials.* We note on p. 18 that practically every type of material can be utilized in these constructive activities under which heading we include painting, modelling with clay, papier mâché, paper tearing, simple carpentry, housewifery, including cooking, needlework, puppetry, making simple books, arranging concerts and exhibitions of work, acting and mime, singing and dancing.

With the present shortage of materials and large numbers of children we have found that it is wiser to organize a class into small groups each using a different material than to adhere to the more usual plan of a whole class working as a unit. Some of our members think that painting should always be taken as a class subject and while we are in agreement that there are times when it is beneficial for the class to work together not only in painting, but in other constructive media many of us think that children should turn to the use of these media of their own choice at other times. For example, with acting, in addition to the work mentioned in the previous section, some of us think that children desire to act in small informal groups as a continuation of the dramatic play of the infant stage. We therefore list acting in this sense among the children's self chosen activities.

In the use of material we advocate scope for large free movement and spontaneous effort as we think that this makes for sounder development than emphasis on niggling correctness of detail and over direction. Towards the end of the junior school period children begin to take pride in the quality of their work and ask for help in order to improve their standard of workmanship. We have found that accuracy and finish gradually are seen in the work



as hand and eye develop and as the need to make, and to do is fully met. Later on, children may want to pursue one or more crafts and the ability to tackle a craft satisfactorily should develop out of a dexterity due to practice in handling tools and material in the junior stage in an exploratory way.

*Needlework.* In our view boys as well as girls should sew and knit if they wish to do so. It is not needlecraft, but a chance to experiment with stuff they desire. Children of this age want to see a result quickly and long tedious seams are out of place. It is the making of dolls clothes and dressing puppets, making bags to hold belongings and curtains for the class shop and puppet theatre which appeals to them.

*Modelling with Clay.* We regard this as one of the most satisfactory materials for junior children to use. It is a cheap procurable, clean and natural material. Because it is messy it is best used either in a special "clay room" or shed, or in warm weather out of doors.

*Housewifery.* Children of junior age delight in cooking and in doing any job connected with house cleaning. We recommend that greater use might be made of this interest. These children are always on the look out for a job; they are prepared to tidy up, polish, dust, wash and clean. We think that simple housewifery might be introduced with great profit for children in the later age groups of the junior school, as they appear to have a natural inclination for these necessary jobs which should be encouraged.

*Gardening.* We recommend elsewhere (p. 16) that junior schools should have an allowance of ground for children's gardens, apart from out-of-door play space. In our view junior children are capable of using full-sized tools and we think that it is wasteful to supply small tools. (For list, see p. 21.)

Several of our members think that clay-soil is too heavy for these children to dig over and that the ground should be prepared for them.

The great desire of the children is to see the plants growing. Digging and planting and gathering flowers and vegetables are enjoyed, but most of our members agree that weeding is a bugbear, but in small doses does the young gardeners no harm. The plan of allowing children to work in pairs on a plot is a usual one.

*Woodwork.* It is not joinery as a craft that junior children require, it is a chance to experiment and work out their own ideas with odds and ends of wood, at times to help to make a puppet theatre, toys for younger children, etc. (For list of tools, see p. 20.)

*Simple Bookmaking.* We do not recommend book binding as being a suitable craft for junior children, but we think that it is



invaluable that they should keep class records of expeditions, communal work, etc., in specially prepared books for which they can make decorated covers, end papers, title pages with an attempt at bold clear lettering. In this connection we are of the opinion that it is better in the junior school for children to make books of this kind for their private purposes, than to give them either one thick jotter in which all written work is jumbled together in an unsightly way or exercise books for different subjects. The children can make the smaller books with loose sheets of paper and we think such a plan is more likely to inspire a child to acquire the habit of orderly arrangement of his work than the dog-eared exercise book and jotter.

#### V. PHYSICAL EDUCATION.

The committee are aware of the efforts being made at the present time, to bring the periods on the time-table devoted to physical exercise into line with the children's need for active experiment and adventure. We are in complete agreement with the recommendation of the Scottish Advisory Council that "Physical education means making the body as good as it can be made and attending to its harmonious development. It therefore includes healthy environment, feeding, medical examination and treatment, good personal habits and knowledge of hygiene, as well as suitable physical exercise and games."

We welcome the signs that more apparatus for climbing and jumping and balancing are being approved for junior school use. We think that swimming is of exceptional value as a part of physical education, and we recommend that ample provision for this activity should be made for children in junior schools. We recommend, elsewhere, that suitable clothing should be provided for this purpose.

At this stage children must be given adequate outlets for their boundless physical energy throughout the entire school day and not only in the periods set apart for physical training. The type of activity curriculum we have outlined above makes this more possible.

At the same time children must find adequate outlets for their emotions and we have suggested means of expression elsewhere, which we consider valuable for this purpose.

## CONCLUSION

In concluding this report, the members of the committee wish to put on record their conviction that the question of religious education lies at the root of reform in the junior school. We believe that the experiences which are most helpful in sustaining and replenishing the children's sense of awe and reverence are those which make them feel at home in their world and secure in the love and affection of parents, teachers and contemporaries. They require the possibility for adventurous living within this framework of security—learning to give and take, to share in a social group, to be an accepted member of "the gang". If the home is unable to satisfy all or any of these needs, the school must do its utmost to remedy the deficiencies. In our view the curriculum as a whole should be religious in essence, so that at all times it encourages an attitude of mind, questioning, alert and receptive. In particular we stress the importance of music, drama, literature, contact with living plants and animals and creative work in any form as means of enlarging the content of a child's spiritual life.

In the matter of direct teaching in scripture periods junior children appear to need:

- (1) Stories of heroes and adventure. Those of the Bible stand out as among the greatest in the world.
- (2) Love and friendship. Stories of Jesus Christ help to satisfy this very deep craving.
- (3) The experience of beauty in word imagery, in colour, sound, sight, texture and movement.

Finally, we record our belief that it is the unconscious attitude of each member of the school staff, the way in which the school is organized as a community wherein the children take their appropriate share of responsibility for both work and behaviour; the character and atmosphere of the daily assembly which create the spiritual life of a school and which give the children the living experience of working together for good in the presence of God.



# APPENDIX I

## USEFUL BOOKS FOR TEACHERS' REFERENCE ON JUNIOR SCHOOL WORK

Title of Book	Author	Publisher	Approx. Price*	
			s.	d.
Arithmetic in Action	E. Brideoake and I. D. Groves	University of London Press	5	0
The Children We Teach	Susan Isaacs	"	4	6
Children from Junior Schools	G. A. Carr	"	1	3
Cumulative Records—Educational Research Pamphlet	C. M. Fleming	"	1	6
The Education Act, 1944	H. C. Dent	"	4	6
Experiments with a Backward Class	E. A. Taylor	Methuen	6	0
Fundamental Reading (Teachers' Book)	Francis Roe	University of London Press	4	0
Learning and Teaching in the Junior School	N. Catty	Methuen	5	0
Primary Education—Report of the Advisory Council on Education in Scotland		H.M.S.O., Edinburgh	2	6
Research and the Basic Curriculum	C. M. Fleming	University of London Press	7	6
Special Place Examinations—Report—West Riding Teachers' Association		"	2	6
Spelling Frequency Lists		S.C.R.E., Moray House, Edinburgh 3		
Understanding the Young Child	W. E. Blatz	University of London Press	6	6

\* Although an attempt has been made to present up-to-date information, it is emphasized that the prices quoted are approximations. Owing to increases in the cost of producing books, it is likely that some of these titles may, when made available in new editions, be published at higher prices than those given in these lists.

# APPENDIX II

## READING BOOKS FOR INDIVIDUAL READING PRACTICE

Title of Book	Publisher	Approx. Price		Approx. Age of Children
		s.	d.	
The Postman, Milkman, Policeman, etc.	Dent	1	6	7-9
Elizabeth Clark Story Books, 1, 2, 3, 4, and various titles	University of London Press	Paper 1	0	7-9
Stories to Tell and How to Tell Them, etc.		4	6	
Milly Molly Mandy Books	Harrap	1	3	7-8
Picture Tales from the Russian	Blackwell		9	7-8
A.L. Every Child Series—	Arnold		6	8-9
Men Who Get Things				
Men Who Make Things				
People of Long Ago				
Farmers Through the Ages				
The Gingerbread Man	Harrap	1	0	7-9
The Story of Jane				
The Toy Shop				
Jane's First Term, etc.				
Mary Entwhistle Books—				
The Call Drum	Edinburgh House Press	1	6	8-10
A Book of Babies, etc.				
Strange's 1d. Books—				
Grade A and B	Philip & Tacey	each 1		7-9
Fundamental Reading—				
Francis Roe	University of London Press			7-8
D. 1		each 11		
D. 2-4		" 9		
D. 5-6		" 10		
Overseas Children—				
Hassan the Little Woolley Girl, etc.	Brown Oxford University Press	6		8-10
The Ameliaranne Books				
Children of Other Days (6 books)	Harrap Arnold	6		8-9
		4		8-9
Every Child Series—				
Days Before Yesterday	"	each		
Yesterday and Today		4½		10-11
Men Who Make Things (about 24 titles)				
Herbert Strange Readers—				
Grade I.	Philip & Tacey	9		8-9
Little Norman Main				
Cedric the Saxon, etc.				



Title of Book	Publisher	Approx. Price	Approx. Age of Children
		s. d.	
Blackie's Story Readers, Series I, II and III	Blackie	3	7-8 8-9 9-10 8-9
Hey ! Ding a Ding	University of London		
The Old Nurse's Stocking Basket	Press	2 0	
The Little Grey Men of the Moor	Harrap	1 3	8-9
The Princess Who Grew			
The Story Garden			
The Story Teller			
Theras, the Athenian Boy (King's Treasures)	Dent	1 6	9-11
Johnny Bear and Other Stories	Hodder & Stoughton	2 6	8-11
Marvellous Models	Puffin	each 9	8-12
Woodworking for Children			
A Book of Swimming			
Wonders of Animal Life, etc.)			
Afke's Ten	Puffin	each 9	9-12
Flaxen Braids			
Ferry the Fearless			
Jehan of the Ready Fists, etc.)			

APPENDIX III

BOOKS FOR DRAMATIC READING

Title of Book	Publisher	Approx. Price	Approx. Age of Children
Dramatic Readers— Books I and II	Harrap	s. d.	
Up Goes the Curtain	"	1 3	9-12
Invitation to the Play, I and II	"	1 3	9-10
Ballads and Ballad Poems (King's Treasuries)	Dent	1 6 and 2 0	8-9 and 9-11
Up Goes the Curtain (Polkinghorne)	University of London Press	1 6 2 8	9-11



## APPENDIX IV

### BOOKS FOR TEACHERS TO READ ALOUD TO CHILDREN

All the books mentioned below should be included in the Junior School Library, so that if any book is not read aloud by the teacher in any particular year, a child could read it for himself, if he wished to do so. The suitability of any book for a particular age group depends largely on home background and the interest of a given group of children. Hence the ages stated are only approximations.

#### *Approx. 8-7 years:*

The Just So Stories	R. Kipling
The Orlando Books	K. Hale.
The Sam Pig Series	A. Uttley
The Little Grey Rabbit Series }	
The Brownies	Mrs. Ewing
Granny's Wonderful Chair	F. Browne
Well-known collections of Fairy Stories	

#### *Approx. 8-9 years:*

Peter Pan	J. M. Barrie
The Two Jungle Books	R. Kipling
Pinnocchio	Collodi
and any one of those not taken in the previous year above.	

#### *Approx. 9-10 years:*

Gulliver's Travels	J. Swift
The Heroes	C. Kingsley
Black Beauty	Anna Sewell
The Children's Omnibus	Ed. by S. Lynd
Robinson Crusoe	D. Defoe
Swiss Family Robinson	Johann Wyss
Coral Island	R. M. Ballantyne
The Water Babies, First Part	C. Kingsley
Boys and Girls of Fiction	Pub. Nelson
Some of the Greek Myths	
Stories from Teutonic Mythology	

#### *Approx. 10-11 years:*

The King of the Golden River	J. Ruskin
The Pilgrim's Progress, Part I	J. Bunyan
The Iliad	Butcher & Lang
The Odyssey	
	Church
	Rieu
Bevis	R. Jefferies
Wood Magic }	
The Bible	
Hiawatha	Longfellow

(A useful edition is in Dent's "King's Treasuries")

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A Christmas Carol

Treasure Island

Kidnapped

The Black Arrow

}

C. Dickens

R. L. Stevenson

The Wind in the Willows

Alice in Wonderland

}

Are books which are very often enjoyed by children in the 7-11 age-group, but it is difficult to say at what age any child would most enjoy either of these books



# APPENDIX V

## ANTHOLOGIES

Title of Book	Publisher	Approximate Price
		s. d.
The Little Book of Rhymes, Old and New	Blackie	1 6
Come Hither	Constable	10 6
For Your Delight (Ed. E. Fowler)	The Poetry Book Shop	2 6
Modern Verse for Little Children	Oxford University	1 4
Modern Verse for Juniors	Press	each
The Cambridge Book of Poetry for Children	Cambridge University Press	6 0
A Christmas Anthology	Benn	6
The Golden Book of Children's Verse	Blackie	2 6
The Children's Rosetti		
Junior and Intermediate	Macmillan	each 7
A Poetry Book for Children	Cambridge University Press	2 6
(Collected by W. Bain)		1 4
Burning Gold (King's Treasuries)	Dent	6 0
Nonsense Songs (E. Lear)	Warne	
Spoken Verse	Oxford University Press	1 0
The Children's Garland	Macmillan	3 6
The Golden Road (W. Bertram White)	University of London	1 2
Introductory Series, Three Books	Press	each
First Series, Four Books	"	2 3
		each
London Treasury of Nursery Rhymes		5 0
(J. Murray MacBain)	"	
Whither Shall We Wander ?		4 6
(Rodney Bennett)	"	
Twice Ten—Stories and Verses		6 6
(Marian St. John Webb)	"	2 0
Open Sesame	Methuen	
Ballads and Ballad Poems		1 6
(King's Treasuries)	Dent	5 0
The Mulberry Bush (Coll. E. Farjeon)	Michael Joseph	6 0
Stars and Primrose	Lane	
Recommended for the teacher's use:		4 6
Poetry for You (C. Day Lewis)	Blackwell	

# APPENDIX VI

## USEFUL BOOKS FOR THE APPROACH TO THE STUDY OF HISTORY, AND GEOGRAPHY IN THE JUNIOR SCHOOL

Title of Book	Author	Publisher	Approximate Price
Teachers' Reference:			s. d.
A Handbook for History Teachers	Dymond	Methuen	3 6
A Handbook for Geography Teachers	Forsmith	Methuen	4 0
Actuality in School	Cons and Fletcher	Methuen	2 6
Special Geography, History, Nature Study numbers of the New Era			monthly 6
Handbook and Educational Records	{ Central Education Offices, 98 Clerkenwell Road, E.C.1.		
The Approach to History	E. C. Happold	Ginn	4 6
The Adventures of Man	"	"	4 6
A Guide to the Teaching of History in Schools	A. C. F. Beales	University of London Press	3 0
Rapid Revision Tests in School History	W. Greenfield	"	2 2
U.S.S.R., Her Life and Her People	M. H. Dobb	"	4 9
The Story of English Industry (Part I and II)	A. B. Lock	"	each part 2 2 or complete 4 6
Sources: Many of the books included in the reference list of Children's books are useful for teachers' reference also.			
Living Creatures	C. Von Wyss	Black	10 6
Introduction to Zoology through Nature Study	Lulham	Macmillan	8 6
Tracing History Backwards	S. K. Hall and Beswell	Evans	3 6
The Story of the Alphabet	A. Allen	Warne	3 6
Man and His Work	A. J. and F. D. Herbertson	Black	3 6
Geography Through the Shop Window	R. Finch	Evans	3 6
The Story of Mankind	H. Van Loon	Harrap	7 6
Ships	"	"	10 6
The Arts of Mankind	"	"	15 0
The Home of Mankind	"	"	7 6
Short History of the World	H. G. Wells	Heinemann	—
The Book of the Sea		Harrap	7 6
The Children's Book of Discovery		"	7 6
Ancient Times: A History of the Early World	Breasted	Ginn	10 6



Title of Book	Author	Publisher	Approximate Price	
			s.	d.
Golden Hind Geographies:				
Ourselves and Other People	Finch & Cons	University of London Press	2	9
Village Peoples			3	0
Britain and the British		"	3	0
Man's Work in the World		"	3	6
Columbus Regional Geographies:				
Children of Many Lands	Brooks & Finch	"	2	8
Many Things from Many Lands			2	10
Round the World	"	"	3	6
The British Isles	"	"	3	6
Junior Practical Geography	E. J. Orford	"	2	9
Pupil's Book			5	0
Teacher's Book		Cadbury Bros.		
Changing Britain, Books I, II, III and IV		University of London Press	1	3 each
Headway Biographies:				
Some Bible Heroes	Polkinghorne	University of London Press	2	3 each
Stories of Famous Women				
Headway Histories:				
People of Long Ago	Polkinghorne & Tickner	"	2	3
Famous Men and Famous Deeds			2	6
Making the English Homeland	"	"	2	6
Building the British Empire	"	"	3	0
History Through Familiar Things, Part I and II	J. R. Reeve	"	3	0
Complete volume			5	6
The Wandering Scholars	H. Waddell	Blackwell	7	6
English Life in the Middle Ages	Salzman	Hogarth Press		
Mediaeval People	Power	Penguin	2s. 6d.,	3s. 6d.
Piers Plowman Histories		Phillips	4s. 6d.	each 8 6
Teachers' Book				
British Museum Guide Books:		British Museum		
Greek and Roman Life				
Antiquities of Roman Britain				
Also Postcards and pictures				

*The Science Museum, South Kensington:* issues books, pamphlets, films, postcards on all subjects relating to transport and inventions.

*The Victoria and Albert Museum, South Kensington:* postcards, etc., relating to furniture.

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*The London Museum*, St. James: postcards, etc., relating to dress, furniture, household utensils, dolls, etc.

*The Horniman Museum*, Forest Hill, London: for evolution of domestic arts—spinning, weaving, pottery, weapons, pre-historic times.

(b) *Books suitable for reference section of Junior School or Class Library relating to these subjects:*

Title of Book	Author	Publisher	Approximate Price
The Girl Through the Ages	D.M. Stuart	Harrap	s. d. 7 6
The Boy Through the Ages			
The World we Live In	Hartman	Routledge	10 6
What Time is it ?	H. Ilin	"	3 6
Black on White			
100,000 Whys			
A Child's History of the World	Hillyer	Allen & Unwin	7 6
The Long Journey	Housman and		7 6
From Then to Now	Marten	Blackwell	12 6
Mighty Men	Farjeon	Blackwell	2 0
Stories of the Old Greeks	Rouse	Macmillan	5 0
Children of Ancient Egypt	Lamprey	Harrap	2 6
Children of Ancient Rome			
Children of Ancient Greece			
In the Days of the Guilds			
Michael's London	Montizambert	Hamilton	7 6
The Children's London	F. A. Lee	Harrap	1 3
London Shown to the Children	R. Power	Evans	5 0
Ships and Seafaring: Birds,			
Railways, Insects,			
Architecture, The Earth, etc. (Shown to the Children Series)			
Great Stories of All Time	R. Field	Routledge	4 6
Boys and Girls of History			
Hitty, the Story of a Wooden Doll			
The London Books of Discovery and Exploration:			
1. Heroes of Discovery	R. Finch	University of London Press	1 11
2. Heroes of Exploration			1 11
Merchant Venturers	"	"	5 0
Beyond the Ocean Rim	"	"	5 0
The Children's Chronicle	D. M. Stuart	"	8 6
The Young Clavengers	"	"	8 6
Round the World in Stories	R. K. and M. I. R. Polkinghorne	"	4 6
Ho Ming, Girl of New China	Lewis	Harrap	6 0
A Norwegian Farm	Hamsun	Lippincot	6 0
The Dutch Twins	Perkins	Jonathan Cape	3 6



Title of Book	Author	Publisher	Approximate Price
			s. d.
The Swiss Twins	Perkins	Jonathan Cape	3 6
The Japanese Twins			each
The Eskimo Twins, etc.			8 6
He Went with Marco Polo	Kent	Harrap	3 6
Great Navigators and Discoverers	Brendon	"	3 6
Conquering Space and Time	Low	Lovat Dickson	5 0
A Camera on Unknown London	Hoppé	Dent	each 6 0
The Boys' Book of Tunnels	Boff	Routledge	7 6
The Boys' Book of Bridges			
How They Sent the News	McSnadden	Harrap	
The Story Book of Houses	Petersham	Dent	each 2 6
The Story Book of Food			
The Story Book of Transport			
The Story Book of Clothes			
Wheat, Rice, etc.			
Our Empire's Story	H. E. Marshall	Nelson	each 10 6
Our Island's Story			
Scotland's Story			

# APPENDIX VII

## USEFUL BOOKS FOR THE APPROACH TO THE STUDY OF NATURAL HISTORY

Title of Book	Author	Publisher	Approximate Price	
			s.	d.
<i>Beasts—The Farm.</i>				
The Seasons and the Farmer	Darling	Cambridge University Press	6	0
Farm Friends and Foes	Fabre	Fisher Unwin	6	0
Change on the Farm	Hinnell	Cambridge University Press	3	6
Farming England	Street	Batsford	4	6
Round the Year on the Farm	"	Cambridge University Press	2	6
The Farming Year	Scott Watson	Longmans, Green	2	6
Warne's Book of the Farm	"	Warne	2	6
Farmers Through the Ages	Everychild	Arnold	1	9
Farm Fish and Forest	E. Sanders	Wheaton	2	6
Young Farmers' Club Booklets			1	6
Early Farmers	K. Dopp	Harrap	4	6
Early Herdsmen	"	"	4	6
A Visit to the Farm	H. Jones	"	5	0
Children of Cherry Tree Farm	E. Blyton	Faber & Faber	7	6
Adventures at Willow Tree Farm	"	Country Life	7	6
Further Adventures at Willow Tree Farm	"	"	7	6
Happy Days on the Farm (Reader)	"	"	7	6
The Farm Gate	Cousland	Cambridge University Press	8	
My Little Farm Friends	"	Collins	3	6
Bow-wow, Quack-quack	"	"	3	6
The Farmer	"	"	3	6
Man's Friends	Carey	Dent	2	6
Busy Horses	Prospect Series	Philip	8	
Useful Dogs	"	Religious Tract Society	8	
	"	"	8	
Picture Books, published by Blackie and Oxford University Press. All prices.				
Rabbits, Guinea Pigs and Mice	W. Pain	Blackie	4	6
Dowsha—the Donkey	Sturges	Black	8	6
<i>The Zoo.</i>				
Beast Book for the Pocket	E. Sandars	Oxford University Press	4	6
Book of Common Beasts	"	"	4	6



Title of Book	Author	Publisher	Approximate Price
			s. d.
Whipsnade Animal Book	H. Sidebotham	Gollancz	2 6
Whipsnade Zoo Book	W. Berridge	Black	2 6
Zoo Animals	"	"	2 6
Big Book of the Zoo	H. Strang	Oxford University Press	4 6
Zoo Book	E. Blyton	<i>News Chronicle</i>	2 6
Zoo Days	H. Golding	Ward, Lock	3 6
Zoological Gardens	Gleeson	Sampson Low	1 6
Secrets of the Zoo	Mainland	Partridge	3 6
Book of the Zoo	Duncan	Nelson	3 6
Tommy Smith at the Zoo } Tommy Smith's Animals }	Selous	Methuen	each 4 6
<i>Wild Animals at Home.</i>			
Observers' Book of British Wild Animals	W. J. Stokoe	Warne	12 6
Animal Families	A. Johnston	Country Life	8 6
Animal Geography	W. Pyecraft	Wells Gardner	7 6
The Larger Beasts	DalGLISH	Dent	3 6
The Smaller Beasts	"	"	3 6
Who's Who in the Animal World	Jennison	Black	6 6
How to See Beasts	DalGLISH	Dent	5 0
Natural History of Mammals	T. Wood	Nister	4 6
Nature by Night	Thompson	Nicholson	3 6
Wayside and Woodland Life	Coward	Warne	5 0
Animals of India	A. Johnston	Puffin	2 6
Stories from Eskimo Land	Riggs	Harrap	2 6
How Animals Work	Duncan	Jack	3 6
Brou, the Brown Bear	Castor	Allen & Unwin	6 0
Scaf, the Seal	"	"	6 0
Sharp Ear, the Whale	Beaty	Blackwell	4 0
Pantaloons, Baby Elephant	Osa Johnson	Random House, N.Y.	3 6
Lives of the Hunted	E. T. Seton	Hodder & Stoughton	8 6
Trail of Sandhill Stag	"	"	5 0
Untamed (Animal Photos)	Oliver	Oxford University Press	5 0
Mischief, the Squirrel	Castor	Allen & Unwin	3 6
Quipce, the Hedgehog	"	"	3 6
Frou, the Hare	"	Religious Tract Society	1 9
Animals of Hill and Dale		Jack	3 6
Beasts Shown to Children			
Wild Animals of our Country	W. Berridge	Harrap	3 6
Animals and their Young (Photographs)	P. Denes	Routledge	3 0
Bodley Head Natural History, Vol. 6		Lane	12 6

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Title of Book	Author	Publisher	Approximate Price	
			s.	d.
<i>Birds.</i>				
Bird Book for the Pocket	E. Sandars	Oxford University Press	4	6
Observers' Book of British Birds	Benson	Jack	3	6
Bird and Other Nature Problems	Coward	Warne	3	6
Birds and their Young	W. Pyecraft T. Wood E. Sandars	Gay & Hancock	each	3 6
Birds in Flight				
Birds One Should Know				
Book of Common Birds		Oxford University Press	4	6
Birds Shown to Children		Jack	3	6
Nests and Eggs Shown to Children		Jack	3	6
Beasts and Birds	C. Von Wyss	Black	4	6
Feathered Friends	Helme	Religious Tract Society	5	0
Sea Birds	Duncan	Oxford University Press	5	0
Songs of the Birds	Garstang	Bodley Head	6	0
Bodley Head Natural History, Vols. 1-6		Lane	per vol.	12 6
Birds, Eggs and Nests	C. Hall	Black	4	6
Gay Neck (Story of a Homing Pigeon)	Mukiya		7	6
Ploof, the Wild Duck	Castor	Allen & Unwin	7	6
Martin, the Kingfisher	"	"	7	6
Cuckoo	"	"	7	6
Mother Nature's Birds	W. J. Stokoe	Warne	2	6
British Birds, Vols. I, II and III	Willett	Ward, Lock	6	
<i>Reptiles and Fish—Pond and River Life.</i>				
All About Fish	W. Berridge	Macmillan	3	6
Fishes and Sea Animals	E. Dalglish	Dent	5	0
Romance of Fisheries	S. Wright	Seeley	6	0
British Reptiles, Amphibians and Fresh Water Fish	W. P. Westell	Chapman & Dodd	7	6
Observers' Book of Fresh Water Fish of British Isles	I. Wells	Warne	4	6
Reptiles	E. Dalglish	Dent	2	0
Pond and River Life	Richards	Puffin	3	6
Mother Nature's Water Creatures	J. Lucas	Oxford University Press	2	9
<i>Seashore.</i>				
Life on the Seashore	H. Furneaux	Warne	3	6
Shell Life	E. Step	"	2	6
Neptune's Garden	L. R. Brightwell	Pitman	5	0
Out With Romany by the Sea	G. Bramwell Evens	University of London Press	6	0



Title of Book	Author	Publisher	Approximate Price	
			s.	d.
<i>Insects, Spiders, etc.</i>				
Insect Artisans and their Work	E. Step	Hutchinson	2	6
Story of Insect Life	W. P. Westell	Culley	3	6
Book of Common Insects	E. Sandars	Oxford University Press	4	6
Book of Insects	J. H. Fabre	Nelson	6	0
Wings in the Sun	Newman	Arnold	3	6
A Book of Insects	Holland		2	6
British Butterflies	E. Step	Warne	each	5 0
British Moths				
British Insect Life				
British Butterflies	W. J. Stokoe	Oxford University Press	4	6
Life of the Bee	M. Maeterlinck	Allen & Unwin	7	6
Life of the Ant	"	Cassell	7	6
Life of the Spider	J. H. Fabre	Hodder & Stoughton	6	0
Life of the Fly	"	"	6	0
Life of Wayside and Woodland	T. A. Coward	Warne	4	6
Bridget and the Bees	D. Wall	Methuen	7	6
<i>Trees.</i>				
Wayside and Woodland Trees	E. Step	Warne	4	6
Observers' Book of Trees	W. P. Westell	Culley	4	6
Trees in their Seasons	J. H. Kelman	Jack	3	6
Trees Shown to Children	W. J. Stokoe	Warne	1	6
Mother Nature's Trees	E. Boulton	Black	8	6
Magic in the Woods	G. Browning	Burns, Oates & Washbourne	3	6
<i>Flowers, Ferns, Grasses, etc.</i>				
A Flower Book for the Pocket	M. Skene	Oxford University Press	7	6
Wayside and Woodland Flowers	E. Step	Warne	7	6
Flowers Shown to Children		Jack	3	6
Flowers of the Farm	A. Cooke	Oxford University Press	1	6
Flowers of the Field and Hedgerow	Rivers	Puffin		9
Mother Nature's Garden	J. Lucas	Warne	1	6
Grasses and Rushes	J. H. Crabtree	Epworth	4	6
British Ferns	"	"	each	
Name this Flower	G. Bonnier	Dent	7	6
Peeps at Nature, Wild Flowers		Black	3	6
<i>General Nature Study.</i>				
The "Romany" Books	G. Bramwell Evens	University of London Press	6	0
Out With Romany			each	
Out With Romany Again				

Title of Book	Author	Publisher	Approximate Price
Romany, Muriel and Doris by Raq	G. Bramwell Evens	University of London Press	s. d. 6 0
Out With Romany by the Sea			each
Out With Romany Once More			
Out With Romany by Meadow and Stream			
Out With Romany by Moor and Dale			
The "Romany" Readers	G. Bramwell Evens	University of London Press	1 4 each
Smut the Hare			
Hotchi the Hedgehog			
Flash the Fox			
Spook the Barn Owl			
Country Side Rambles	H. Furneaux	Philip	5 0
Countryside Companion	Stephenson	Odhams	6 6
The Meadow I Know	W. P. Westell & H. E. Turner	Dent	1 6
Also Wood, Stream, Common			each
Nature Rambles, 4 Vols.	E. Step "	" Warne	3 6
Life Everywhere	E. M. Stephenson	Wheaton	2 6
Young Observers' Series, 4 Vols.	A. Allcott	Cassell	2 0
Golden Nature Readers, 4 Vols.	E. V. M. Knight	University of London Press	2 0 each
Look and Find Out Series (Set of 8 on Trees, Wild Flowers, and Moths, Garden and Seashore)	W. P. Westell & K. Harvey	Macmillan	2 6
The Animals' World	D. L. Mackinnon	Bell	7 6
Living Things for Lively Youngsters, 4 Vols.	T. J. S. Rowland	Cassell	4 6
More Things, Moving Things, Vital Things			
Animal Tracking (Tracks and Tracking)	H. Mortimer Batten	Chambers	1 0
The Nomad Nature Readers, Nos. 1, 2, 3, 4, 5, and 6	Norman Ellison	University of London Press	1 3 each
Wandering With Nomad	"	"	6 6
Out of Doors With Nomad	"	"	7 6
Over the Hills With Nomad	"	"	7 6
<i>Gardening.</i>			
The Book of the School Garden	Lawrence	Evans	2 6



Title of Book	Author	Publisher	Approximate Price
			s. d.
Young Farmers' Club Booklet	From National Federation of Young Farmers' Clubs, 55 Gower Street, London, W.C.1.		1 6
The School Nature Study Union Leaflets	Mr. E. G. Clarke, 7 Stanley Avenue, Wembley, Middlesex.		1d. & 2d.
Observational Geography and Regional Survey (Le Play Society)	Barnard	Le Play House Press	2 6
Field Studies in Ecology	R. Bracher	Arrowsmith	2 6
Ecology in Town and Classroom			each

### *Useful Pictures.*

Philip & Tacey, 69 High Street, Fulham, London, S.W.6.

1s. sets of 12 pictures of birds or wild animals or domestic animals.

½d. pictures of birds and trees from R.S. Art Press, New Court, Lincoln's Inn, London, W.C.2.

Small leaflets 1d. in small Life Series, R.S.P.C.A., 105 Jermyn Street, London, S.W.1.

Blue Print paper for leaf prints from A. West and Partners, 4 Abbey Orchard Street, Victoria Street, Westminster, London, S.W.1. 9d. per sheet.

Regions of the World in Pictures, by G. J. Cons.

Each picture with descriptive notes and questions.

Africa—Sets 1, 2, 3 and 4, 16 pictures per set, 1s. 3d. each, plus Purchase Tax. University of London Press.

### *Periodicals.*

Mainly about Animals, a monthly magazine devoted to the study of Nature and Biology. Edited by Harper Cory, F.C.G.S. Issued monthly, 6d. per copy, or 7d. post free to any address. Annual subscription, 7s. Special annual subscription rates to schools needing 13 or more copies per month. University of London Press, Warwick Square, London, E.C.4.

### *Dictionary.*

The Thorndike Junior Dictionary, revised and edited by P. B. Ballard and H. E. Palmer. Compiled especially for children, 1,065 pages, 1,500 illustrations, 25,000 definitions. University of London Press, 15s. net.

# APPENDIX VIII

## BOOKS FOR THE JUNIOR SCHOOL LIBRARY

The following list of books is meant to be suggestive only. Only names of books continually borrowed by children using a Junior School Library of about 300 books are included.

The ages given are those found in a particular school and are meant to be taken only as an approximation. It is, of course, obvious that this list is only as it were the beginning of much longer lists of suitable books which might have been compiled. If a teacher finds one of her children absorbed in a book which might be thought quite unsuitable because too adult—there is no need to fear, let alone to think of taking it away. Provided that the child is really interested, provided he is enjoying what he reads, he should be left to read and nourish mind, heart and imagination by his reading.

Title of Book	Author	Publisher	Approx. Price	Most often read by children
			s. d.	aged
Adventures of Skip the Squirrel	Kingsley Foster	University of London Press	2 6	8-10
Alice in Wonderland	L. Carroll	Harrap	All prices	8 +
The Amelianne Books	C. Heward	"	1 3	7-8
Animals and Their Young (Animal Photographic Series)	P. D. Denes	Routledge	3 0	7-11
Arthur Rackham Fairy Book	Collected			
Bach	A. Rackham	Harrap	8 6	7-9
	O. Wheeler and S. Dencher	Dutton, New York	7 0	7-9
Ballet Shoes	N. Streetfield	Dent	6 0	9-11
Beatrice Potter Books	B. Potter	Warne	2 0	7-8
Biffin and Buffin	G. Rawlence	Burns, Oates & Washbourne	3 6	7-9
Birds Eggs and Nests	C. A. Hall	Black	1 6	7-11
Black Beauty	A. Sewell		All prices	7-11
The Blue Fairy Book	Collected			
	A. Lang	Longmans, Green	6 0	9-11
The Blue Puppy	Y. M. Methley	Nelson	2 6	7-9
Book of Happy Tales	M. Baker	University of London Press	6 0	7-10
Book of the Zoo	M. Duncan	Nelson	7 6	7-11
Bridget and the Bees	D. Wall	Methuen	7 6	8-10
Caravan for Three	Ursula Bloom	University of London Press	7 6	10-11
Carrots at Orchard End	Rodney Bennett	"	6 0	8-10
The Children's Bible		Cambridge University Press	5 0 and 2 6	
The Children's Blue Bird	F. H. Lee	Harrap	1 3	7-11
The Children's Brer Rabbit	F. H. Pritchard	"	1 3	7-11
The Children's Encyclopaedia, 10 Vols.	Edit. A. Mee	Educational Book Co.	are often available	
The Children's England	F. H. Lee	Harrap	1 3	7-11
The Children's Hiawatha	"	"	1 3	7-11
The Children's London	"	"	1 3	7-11
The Children's Treasure House	Edit. A. Mee	Educational Book Co.		



Title of Book	Author	Publisher	Approx. Price	Most often read by children
			s. d.	aged
Claudius the Bee	J. Leeming	Harrap	5 0	8-10
Coot Club	A. Ransome	Jonathan Cape	7 6	9-11
The Cute Coyote	E. Thompson	University of London Seton Press	2 3	9-11
The Dip Bucket and Other Stories	D. A. Lovell	"	6 0	7-9
Doctor Dolittle	H. Loftin	Jonathan Cape	5 0	7-11
Doctor Dolittle's Caravan	"	"	5 0	7-11
Doctor Dolittle's Zoo	"	"	5 0	7-11
Dowsha, the Donkey	F. Sturges	Black	5 0	8-10
Emil and the Detectives	Erich Kastner	Jonathan Cape	3 6	9-11
Emil and the Three Twins	"	"	3 6	9-11
The Emperor's Bracelet	Manning Coles	University of London Press	7 6	10-11
The Enchanted Necklace	D. English	Grayson	7 6	
The Exciting Family	M. D. Hillyard	Blackie	3 6	7-9
A Fairy to Stay	M. Blodge	Oxford University Press	2 6	7-8
Fifteen Tales for Lively Children	M. Baker	University of London Press	4 6	7-10
Fifty Stories from Uncle Remus	Retold F. Pritchard	Harrap	2 6	7-8
The Forest Ring	W. Mille	Hodder & Stoughton	7 6	7-9
Forget Me Not and Lily of the Valley	M. Baring	Heinemann	5 0	7-9
Fortune's Caravan	J. T. Javal	Oxford University Press	3 6	7-9
A Gander and His Geese	L. Housman	Blackwell	1 3	7-9
Gimlet Comes Home	Capt. W. E. Johns	University of London Press	6 0	10-11
Gimlet Goes Again	"	"	6 0	10-11
Godmother's Garden	M. Syrett	Blackie	7 6	8-10
The Good Master	Kate Seredy	Harrap	7 6	8-10
Great Stories of All Time	Rhoda Power	Evans Brothers	5 0	9-11
Haydn	O. Wheeler and S. Dencher	Dutton, New York	7 0	7-11
Harry in England	L. Richards	Appleton Century Co.	6 0	9-11
Heidi	J. Spyri	"	3 6	7-11
Henrietta's House	Elizabeth Goudge	University of London Press	6 0	10-11
The Heroes	C. Kingsley	Nelson	various	9-11
The Hepziba Hen Omnibus	O. Bowen	Nelson	6 0	7-9
Here Comes Mumfie	K. Tozer	John Murray	5 0	7-9
The Hidden Zoo	L. Mainland	Hodder & Stoughton	3 6	8-10
Jam Tomorrow	M. Redlich	Nelson	5 0	9-11
Jane's First Term	N. Catty	Harrap	2 6	7-11
John and Mary	Grace James	Frederick Muller	3 6	7-8
The Jungle Books, I and II	R. Kipling	Macmillan	7 6	9-11
Junk the Puppy	V. Stokes	Blackie	5 0	7-9
The Just So Stories	R. Kipling	Macmillan	7 6	9-11
	(but there is now a cheaper edition)			
Karl's Wooden Horse	Lois Donaldson	Whitman, New York	4 0	6-7
Kelpie, the Gipsies' Pony	A. M. Williams	Harrap	5 0	7-9
King of the Commandos	Capt. W. E. Johns	University of London Press	6 0	10 +
Knights of St. Perran	C. Witting	"	7 6	10 +
Letters to a Babalog	Norah Vivian	Eyre & Spottiswood	5 0	7-9

Title of Book	Author	Publisher	Approx. Price	Most often read by children
Lift up the Latch	D. A. Lovell	University of London Press	s. d. 6 0	aged 7-10
The Little Duke	G. M. Young	Blackie	2 6	8-10
Little Lord Fauntleroy	F. H. Barnett	Warne	2 6	7-9
Little Tonino	H. Hill and V. Maxwell	Blackie	3 6	7-9
Little Women	L. Allcott	"	All prices	8-
The Log of the Ark	K. Walker	Black	6 0	7-9
'Marigold in God-Mother's House	T. L. Brisley	Harrap	2 6	7-9
Martin Pippin in The Apple Orchard	E. Farjeon	Michael Joseph	8 6	8-11
Martin Pippin in the Daisy Field	"	"	8 6	8-11
Mary Plain in Town	Gwynedd Rae	Elkin Matthews & Manot	2 6	7-9
Mary Poppins	P. L. Travers	Lovat Dickson	5 0	7-10
Mary Poppins Comes Back	"	"	5 0	7-10
Mayfly the Grey Pony	E. Helme	Eyre & Spottiswood	5 0	8-11
Miki	M. and N. Petersham	Doubleday Doran	7 0	7-9
Milly, Molly, Mandy Books	J. L. Brisley	Harrap	2 6	7-8
The Misfortunes of Sophy	Comtesse de Segur	Williams & Norgate	2 6	7-8
Mittens	Clare Newberry	Hamish Hamilton	3 6	7-9
Moonshine and Clover	L. Housman	Jonathan Cape	6 0	10-11
Mopsa the Fairy (Everyman Series)	T. Inglew	Dent	2 0	9-11
More for Brownies	U. S. Williams	Harrap	3 6	7-8
More Mother Stories	M. Lindsay	"	3 6	7-9
Mostly Mary	Gwynedd Rae	Elkin Matthews & Manot	2 6	7-9
Mother Stories	M. Lindsay	Harrap	3 6	7-9
Mr. and Mrs. Tomoody	M. M. Higham	Longmans, Green	5 0	8-10
Mr. Poppingay's Caravan	M. St. John Webb	Collins	5 0	7-9
Mr. Tootleloo and Co.	B. and E. Darwin	Faber & Faber	5 0	7-8
Mumfie	K. Tozer	John Murray	5 0	7-9
Nanette of the Wooden Shoes	Esther Brann	Macmillan	6 0	8-10
Percy Pig Ahoy !	Rodney Bennett	University of London Press	4 6	7-9
Peter Duck	A. Ransome	Jonathan Cape	7 6	9-11
Picture Tales from Many Lands	V. Carrick	Blackwell	5 0	7-9
Ping	M. Flack	Lane	4 0	7-8
Pinocchio—A Puppet	Trans. Murray	Dent	3 6	9-11
Puck of Pook's Hill	R. Kipling	Macmillan	7 6	9-11
Raggybug and Other Stories	(but now there is a cheaper edition) E. Thompson	Seton Hodder & Stoughton	1 6	9-11
The Rectory Children	Mrs. Molesworth	Macmillan	3 6	10-11
Rewards and Fairies	R. Kipling	"	7 6	9-11
Robinson Crusoe	(but there is now a cheaper edition) D. Defoe		2 6	10-11
Sampson's Circus	H. Spring	Faber & Faber	5 0	8-11



Title of Book	Author	Publisher	Approx. Price		Most often read by children
			s.	d.	aged
The Secret Garden	F. Hodgson Burnett	Heinemann	7	6	9-11
Secrets of the Zoo	L. G. Mainland	Partridge	3	6	9-11
Shadows on the Stairs	D. A. Lovell	University of London Press	6	0	7-10
Shown to the Children Series		Jack	3	6	
Six in a Family	E. Graham	Nelson	3	6	8-10
Sons of Skewbald	Allen Seaby	Black	3	6	9-11
Skewbald the Pony		"	3	6	9-11
The Story of Heather	May Wynne	Nelson	4	6	8-10
Swallows and Amazons	A. Ransome	Jonathan Cape	7	6	9-11
Tales for Jack and Jane	Elizabeth Clark	University of London Press	6	0	8-10
Tales from Ebony	H. Williams	Putnam	6	0	9-11
Tales from the Norse	A. J. Dasent	Nelson	5	0	9-11
Tales Worth Telling	C. Finger	Appleton Century Co.	5	0	9-11
Tell Me a Tale	Elizabeth Clark	University of London Press	4	6	8-10
The Turf-Cutter's Donkey	P. Lynch	Dent	5	0	9-11
The Turf Cutter Goes Visiting	"	"	5	0	9-11
Twilight and Fireside	Elizabeth Clark	University of London Press	6	0	8-10
The Twins and Tabitha	C. Heward	Harrap	1	3	7-8
Untamed (Animal Photographs)	Compiled T. Oliver	Oxford University Press	5	0	7-11
The Water Babies	C. Kingsley	Ward, Lock	2	6	8-10
The Weathercock and Other Stories	M. Baker	University of London Press	5	0	7-10
What Katy Did	S. Coolidge	Ward, Lock	2	6	9-11
What O'clock Tales	L. Housman	Jonathan Cape	6	0	10-11
What They Wore	M. Jackson	Allen & Unwin	4	6	9-11
When I was a Boy in Japan	Sakae Shioya	Harrap	2	6	9-11
When I was a Boy in Palestine	Mousa Kaleel	"	2	6	9-11
When the Fire Burns Blue	D. A. Lovell	University of London Press	6	0	8-10
Widgery Winks and His New Friends	Rodney Bennett	"	5	0	8-10
Wild Animals of Our Country	W. A. Berridge	Harrap	5	0	
Wild Horse Silver	T. C. Hinkle	Arrowsmith	6	0	10-11
The Wind in the Willows	K. Grahame	Methuen	3	6	7-11
The Wind's Adopted Daughter	M. Baker	University of London Press	5	0	7-10
Young Fu	E. F. Lewis	Harrap	8	6	9-11

THIS MEMORANDUM is the work of headmasters and headmistresses who are themselves experiencing all the present-day difficulties of running Junior Schools. It emphasizes the importance of a sound, well-planned basic education for children of seven to eleven years of age, and indicates how this can be achieved. Much attention is given to the Junior School curriculum, and comprehensive lists of books suitable for teachers and children's reference are included.

This intensely practical survey will be both valuable and inspiring to all who are concerned with the education of Junior School children.

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